

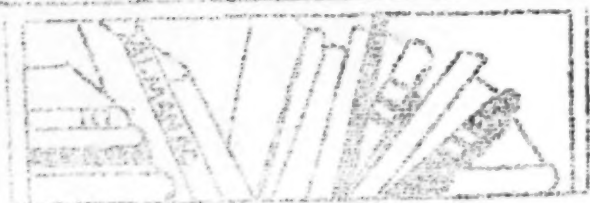
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A guide by which to encourage students' acquisition of appropriate library skills and attitudes is presented, including a course of study for grades K-6. The library program is an integral part of the school program; some general principles supporting this concept include the following: the school library program reflects the philosophy of the school and enriches all parts of its educational program; every boy and girl within the school is reached by the library program according to his individual needs; the library is a laboratory for research and study where students learn to work alone and in groups under the guidance of librarians and teachers. The purposes of library instruction are to teach children to use books skillfully, to develop skill in using card catalogs, to build skills in using reference books, and to develop skills in organizing such information as bibliographic data.																			
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CURRICULUM GUIDE
FOR THE LIBRARY
PROGRAM, KINDERGARTEN THRU
GRADE 6

LIBRARY SKILLS AND ATTITUDES

Educational Materials Laboratory
Office of Education

SEP 1963

DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE



Birmingham Public Schools
Birmingham, Michigan
1963

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A Guide
to Our Evolving
Elementary Library Program

(Tentative Draft)

Birmingham Public Schools
Birmingham, Michigan
1963

- INTRODUCTION -

Important as reading is for pleasure, inspiration, and to satisfy curiosity, it is also an essential means for life-long learning. In a rapidly changing world where present facts may be inaccurate tomorrow, the habit of seeking information and knowledge is an important one.

Helping pupils to read for meaning and to organize, evaluate, and interpret information is the joint responsibility of teachers and librarians. Teaching the skills involved in locating and using materials has become a major responsibility of the school librarian. Introducing, correlating, and extending library/study skills is done most effectively within a program planned cooperatively with teachers -- within the context of subject matter and at a time when pupils need these skills in order to find and utilize information. Since the learning of one skill often depends upon previous mastery of another, some kind of sequential order for teaching these skills is required. For example, a child who has not learned the arrangement of letters in the alphabet is handicapped when learning to use a dictionary, encyclopedia, or index.

Consideration must be given to the concept that pupils learn skills best in relation to content. A skill may be learned in one try; but many skills should be re-emphasized as the need arises. These opportunities may occur in the library or in the classroom as part of the language arts or social studies program.

Only when all elementary teachers and librarians promote the development of these skills in a variety of learning situations will pupils really master them. This knowledge and use of library skills will permit future seventh grade students to be at home in their junior high school library.

The Library Program as an Integral
Part of the School Program

The general principles which support this concept have been adequately stated in the revised Standards for School Library Programs.

1. The school library program reflects the philosophy of the school and enriches all parts of its educational program.
2. For the individual student, the library program offers valuable experiences and instruction that start with kindergarten and, expanding in breadth and depth, continue through the secondary school. This continuity of the library program provides for the

- student a cumulative growth in library skills and in the development of reading, listening, and viewing abilities and tastes.
3. The true concept of a school library program means instruction, service, and activity throughout the school rather than merely within the four walls of the library quarters. All phases of the school program are enriched by means of library materials and services. The degree to which teachers and pupils can and do depend on the services, materials, and staff of the library measures the extent to which the library program is successful.
 4. Every boy and girl within the school is reached by the library program according to individual needs.
 5. Through varied types of materials, the collections of the library provide for the many kinds of interests that its users have, for the different levels of maturity and ability of the student population and for the wide range of demands evoked by the curriculum and the services of the modern school.
 6. The library is a laboratory for research and study where students learn to work alone and in groups under the guidance of librarians and teachers. Thus it contributes to the growth and development of youth in independent thinking, in abilities to study effectively, and in desirable attitudes toward reading, toward other media of communication, and toward all learning and research.
 7. The library program forms one facet of an over-all guidance program in the school by making important contributions through its teaching, materials, and services to the personal, social, and vocational guidance of students.
 8. School library experiences serve as steppingstones to the use of other library resources in the community and to the formation of a lifetime habit of library usage, as well as to pride in the ownership of books.¹

1. American Library Association, Standards For School Library Programs (Chicago: The Association, 1960), pp. 14-15.

Role of the Teacher During Library Periods

The most effective use of library activities require constant cooperation and contact between teachers and librarians. In order to make library instruction meaningful, teachers need to help pre-plan library periods and to relate learning outcomes to further classroom activities. This guide has been prepared as an aid in outlining our tentative scope and sequence for such activities. A suggested time schedule for library instruction at the different grade levels appears below.

Grades K thru 2 -- 20 minutes every other week

Grades 3 and 4 -- 30 minutes once a week

Grades 5 and 6 -- 40 minutes two times a week

May 20, 1963

Charles Economous
Elementary Librarian

Return Address appears as;

Charles Economous

I. M. C.

*Birmingham Public School
Birmingham, Michigan*

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1

PURPOSES OF LIBRARY INSTRUCTION FOR BOYS
AND GIRLS IN OUR ELEMENTARY SCHOOLS

1. To gain acquaintance with many and varied sources of information and the skills involved in locating and using information.
2. To learn to use books skillfully for knowledge and enjoyment.
3. To learn how books are arranged in libraries and acquire the ability to locate books on library shelves.
4. To develop skills in using card catalogs.
5. To acquire an ability to use special guides and indexes in locating information about plays, poetry, quotations, short stories, and magazines.
6. To acquire skills in using such reference books as encyclopedias, almanacs, atlases, bibliographies, biographical and geographical dictionaries.
7. To build skills in using dictionaries to find specific information about words.

8. To develop skills in organizing information -- note taking and bibliographic data.

K I N D E R G A R T E N

- I. Build and develop a liking for reading.
 - A. Develop a desire to look at books, to read them, and to learn from them.
 - B. Use story reading and storytelling to introduce children to the world of magic, fantasy, and imagination.
 - C. Promote conversations and informal discussions of books by pupils.
 - D. Present puppet or marionette plays dramatizing a story or part of a story (mother helpers may also be utilized here).
 - E. Use filmstrips, recordings (disc and tape), and films in presenting books to boys and girls.
 - F. Provide opportunities for pupils to browse in the library, handle books, look at displays and exhibits, use picture books and easy reading materials to find answers to questions.
 - G. Acquaint students with many stories and poems.
 - H. Dramatize Mother Goose rhymes, using a shadow screen to make silhouettes.

- II. Discuss with boys and girls the purpose of a school and public library; how the librarian helps them.
- III. Introduce library vocabulary.
 - A. Cover
 - B. Pages
 - C. Spine
 - D. Pictures
- IV. Orient pupils to the location and arrangement of easy books.
- V. Emphasize proper care of books.
- VI. Introduce good citizenship practices in the library.

GRADE 1

- I. Provide additional opportunities to develop an appreciation of reading.
 - A. Be enthusiastic about books and share this enjoyment with boys and girls.
 - B. Provide opportunities for pupils to browse in the library and handle books.
 - C. Promote the ownership of books.
 - D. Encourage pupils to share favorite stories and poems with others -- for example: Monkey and the Crocodile (short story), The Monkeys and the Crocodile (poem), A Little Laughter, by K. Love (collection of humorous verses and rhymes).
 - E. Read and re-read favorite poems requested by children.
 - F. Promote the use of the public library.
 - G. Provide regular library periods for the enjoyment of books (book introductions, book discussions, creative drawing after the reading or telling of a story).
 - H. Include opportunities for children to listen to recordings of stories, e.g., Andy and the Lion.

- I. Use filmstrips and other audio-visual materials in presenting books to boys and girls.
 - J. Discuss the Caldecott book award and display books which have received this award.
 - K. Refer to the Kindergarten outline for additional activities to develop an appreciation of reading and/or reinforcement.
- II. Review library vocabulary (cover, pages, spine, illustrations).
- III. Explain how to check out and return a book (where practiced).
- A. Define and show the use of:
 1. Book card
 2. Book pocket
 3. Date due slip
- IV. Clarify the arrangement and location of easy books.
- V. Talk about the types of books in the easy classification; explain the markings found on the spines.
- A. Fiction (stories) -- funny, animal, adventure, etc.

E (easy)
 F (fiction)
 Br (book by Brown)

E (easy)
 SC (story collection/short stories)
 J (book by Jones)

Activity: Let a student pretend he is an author of an easy fiction book and discuss how his book would be marked in the library.

B. Non-fiction (informational books)

E (easy)
 500 (subject classification)
 W (book by Wyler)

C. Biography

E (easy)
 B (biography)
 C (book about General Custer)

VI. Show how to use and practice using picture dictionaries.

VII. Acquaint pupils with vocabulary.

A. Library -- a collection of many materials for learning - selected, organized, and administered for students and teachers of a school.

B. Librarian (professional) -- one who is in charge of the library; she helps children develop an interest in reading and stimulates their interests in many subjects, also she teaches them how to use the library.

- C. Mother helpers -- parents who volunteer service and help the librarian run the library.
- D. Library clerk -- usually an adult who is paid to work in the library full-time under the supervision of a librarian.
- E. Author -- the name of the writer of a book.
- F. Title -- the name of a book.
- G. Illustrator -- the "picture maker".

VIII. Re-teach the care of books; discuss and provide for follow-up activities after the class sees the movie entitled The Magic Book.

(10 minutes -- and in color).

- A. Proper way of opening a book and turning its pages.
- B. Correct way to mark places.
- C. Protect books from rain, snow, heat and loss.
- D. Keep from animals or babies.
- E. Let library staff mend torn pages and other types of damage.
- F. Return books to library on time so others may enjoy the same book(s).

IX. Promote good library citizenship and deportment.

GRADE 2

- I. Extend reading interests and help pupils find books dealing with new topics.
 - A. Introduce a varied selection of books in order that pupils may become aware of the diversity of reading material available to them; and encourage wide reading.
 - B. Use recordings (disc and tape) of stories to stimulate reading interest.
 - C. Use Book Week and other special events to stimulate interests.
 - D. Exhibit books to introduce new interests or for use with special topics.
 1. Exhibit new books periodically.
 - E. Provide individualized guidance to materials for the gifted pupil as well as the slower learner.
 - F. Discuss favorite authors, illustrators and the like.
 - G. Use devices or plan activities for author-title identification and reader enjoyment, e.g. "Name the Author!," "What Book Is That?."

- H. Develop an awareness and appreciation of books as a source of information.
- I. Refer to the Kindergarten and Grade 1 outlines for additional activities and suggestions to promote and broaden reading interests..
- II. Develop further the parts of a book.
 - A. Title page
 - 1. Complete title (sub-title)
 - 2. Author (real name or pseudonym)
 - 3. Illustrator
 - B. Page numbers -- relation to table of contents and index
 - C. Cover
- III. Demonstrate proper methods of handling books and the techniques of opening a new book.
- IV. Develop further the kinds of books found in the library.
 - A. Fiction (stories) -- funny, animal, adventure, etc.
 - B. Non-fiction (informational)
 - C. Special location of some books
 - 1. Biography
 - 2. Reference books
 - a. Encyclopedia

b. Dictionary

c. Atlas

D. Explain the markings found on the spines of books (interest of children may necessitate explanation before this time).

V. Review, if necessary, the location and arrangement of easy books.

VI. Comment on the use of the card catalog -- relate it to the index of a book, telephone directory (classified yellow pages and alphabetical listings). Teach alphabetical arrangement to facilitate using a dictionary, encyclopedia and the card catalog; develop and use games or other activities to make students proficient in these search skills.

VII. Introduce some magazines boys and girls will enjoy, such as Jack and Jill or Humpty Dumpty's Magazine for Little Children.

VIII. Plan field trips to a public library, other school libraries, museums, and a book fair.

GRADE 3

- I. Broaden pupils' reading tastes and quest for knowledge.
 - A. Encourage the reading of selective magazines; use them as a steppingstone to other reading.
 - B. Provide opportunities for students to dramatize scenes from a favorite story and tell original riddles about book characters or happenings.
 - C. Promote the ownership of books.
 - D. Call attention to the function of libraries as sources of information and pleasure.
 - E. Discuss the Newbery and Caldecott book awards and display books which have received awards -- make slides of these to use for this activity, especially of the books not found in the library collection.
 - F. Acquaint students with many new stories and poems.
 - G. Use TV interests to introduce books -- refer to programs such as: "The Twentieth Century," "Biography," "Walt

Disney's Wonderful World of Color,"
Discovery '63," and "Exploring".

- H. Introduce students to books high in adventure content which permit projection and character identification.
- I. Provide special individualized guidance to the gifted pupil as well as to the slower learner.
- J. Provide opportunities which develop discrimination in the choice of books (have book discussions).
- K. Correlate art work activities in the classroom to support reading activities:
 - 1. Designs for book marks, book covers
 - 2. Posters illustrating favorite books
 - 3. Scenes in a story -- drawings, models, silhouettes
 - 4. Murals that illustrate stories
 - 5. Dioramas or peep shows
 - 6. Scenery for dramatizations
 - 7. Clay modeling -- book characters and settings
 - 8. Lettering for book titles, authors, displays and exhibits
- L. Plan and present choral speaking arrangements of some favorite poems.

- M. Promote listening to records which tell stories -- the record listening period -- in the library.
 - N. Schedule opportunities for students to read selected excerpts to each other -- funniest part, prettiest word picture, most exciting passage, climax -- are examples.
 - O. Provide opportunities for boys and girls to listen to stories available through radio (FM) -- consider playing these broadcasts through the public address system to specific classrooms.
 - P. Refer to the Kindergarten thru Grade 2 outlines for additional activities and suggestions.
- II. Review the parts of a book (title page, table of contents, index), if necessary.
- III. Provide further practice in locating books (and include magazines) -- review knowledge of how books are arranged in the library -- through activities related to what students are studying in academic areas.
- A. Explore the Dewey Decimal Classification, covering such points as:
 - 1. Origin -- reason for the system

2. Ten general subject or class divisions
 3. Specific subdivisions
 4. Call number of books -- how formed
- B. Clarify the general arrangement of books in this library:
1. Subject arrangement of non-fiction
 2. Alphabetical arrangement of fiction by author
 3. Arrangement of biography, reference books, and other special collections (e.g. easy books, story collections, teachers' shelf, etc.)
 4. Provide practice in:
 - a. Locating and shelving books by classification number
 - b. Locating and shelving biography and fiction books

IV. Develop skill in the use of the card catalog to locate books on library shelves; use appropriate visuals (posters, felt displays, overlays, etc.) to clarify learning.

- A. Discuss the card catalog as an index to total library collection.
- B. Emphasize and explain to some degree (see D) the alphabetical arrangement of

cards in the card catalog.

- C. Give instruction and drill in alphabetical organization.

Activity: Have students whose last name begin with "B" stand and arrange themselves in alphabetical order.

- D. Discuss the placement of A, An, The; explain how abbreviations and numbers are filed in the card catalog, for example, Dr., Doc, Mr., Mrs., St., U.S., Mc, Mac; numbers are spelled out -- 101 is filed as one hundred one.

- E. Comment on following library practices:
1. Only the first word of a title is capitalized, excepting proper nouns
 2. Subject headings usually appear in all capitals (black or red print)

- F. Teach and provide practice in three ways of finding a book:

1. By author (author's last name)
2. By title
3. By subject

- V. Summarize good library citizenship and deportment (include suggestions which will help keep the library quarters attractive

and neat for all users).

- VI. Clarify library policies and procedures as the need arises.
- VII. Introduce students to other materials found in a library -- filmstrips, recordings (disc and tape), flat pictures, pamphlet file materials, etc.; up to third grade have assigned helpers set-up audio-visual equipment for students to view filmstrips and to listen to recordings.
- VIII. Begin introducing broad areas of literature such as folk tales.

GRADE 4

I. Promote wide independent reading.

A. Provide a stimulating environment:

1. A library rich in a variety of learning materials
2. Easy access to the library, individually and in groups
3. Classroom loan collections of books and other materials
4. Displays and exhibits in library and classroom
5. Book lists -- general and special subject lists

B. Provide stimulating experiences with books and reading through:

1. Book talks
2. Conferences with individual students or small groups
3. Audio-visual presentations
4. Correlation of books with related radio and television programs, movies, plays, concerts, etc.
5. Problems approach to instruction in library skills

6. Library visits in the form of:

- a. Browsing periods
- b. Guided book selections
- c. Reference and research work
keyed to classroom units of
work
- d. Individual and small group
work

II. Show how books and audio-visual materials can be used to augment and correlate with classroom learnings:

- A. As an introduction to a unit of study, arouse interest and impart information.
- B. To enrich units of study, as a source of factual data, background information and reporting.
- C. As help in summarizing and review.

III. Refer to the Kindergarten thru Grade 3 outlines for additional techniques used in developing interests in reading for enjoyment and information..

IV. Teach additional parts of a book; gain ability to understand and use:

- A. Title page -- title, author, illustrator, publisher, date of publication

B. Table of contents

C. Index

D. Preface

E. Introduction

F. Glossary

G. Bibliography

V. Review, if necessary, the care of books and the loan policy of books and other materials -- i.e. re-enforce responsibility and citizenship.

VI. Provide advanced instruction in the use of the card catalog:

A. Review the use of the author, title, and subject cards

B. The significance of additional information found on the catalog card -- publisher, copyright date, number of pages, etc.

C. Discuss the use of cross reference cards -- "see," "see also," etc.

D. Show techniques for finding subject material by checking:

1. Specific subject (e.g. DOGS)

2. General subject of which specific subject is a part (e.g. ANIMALS, DOMESTIC ANIMALS)

3. Related subject (e.g. PETS)

- VII. Provide further practice, if necessary, in the alphabetical arrangement of cards in the card catalog -- word by word filing, indicate exceptions to rules.
- VIII. Re-enforce the general arrangement of books in the library:
- A. Subject arrangement of non-fiction.
 - B. Alphabetical arrangement of fiction by author.
 - C. Arrangement of biography, reference books, and other special collections.
 - D. Provide practice in:
 - 1. Locating and shelving books by classification number
 - 2. Locating and shelving biography and fiction books
- IX. Learn to operate and use audio-visual equipment and materials for use in the library:
- A. Phonograph -- care and handling of recordings, headphones, etc.
 - B. Filmstrips -- care and use of filmstrips and filmstrip viewers
 - C. Tapes -- care and use of the tape recorder

X. Acquire skill in locating and using reference books:

- A. Give instruction and practice using general encyclopedias (see also gr. 5 outline --V B).
 - B. Introduce and explain the use of almanacs, yearbooks, and manuals.
 - C. Give instruction in the use of atlases and gazetteers to help pupils locate places and secure geographical information.
 - D. Build skill in using dictionaries to find information about words.
- I. Discuss values and have students practice good library citizenship.

GRADE 5

- I. Continue developing reading interests, library skills, and habits of inquiry in boys and girls.
 - A. Promote development of effective reading habits -- reading for information, for solving personal and social problems, and for pleasure.
 - B. Provide attractive bulletin boards in the library to arouse interest.
 - C. Introduce books emphasizing wholesome family life and good human relationships (Family Relations, Working with Others, Belonging to the Group, Adoption and Foster Homes).
 - D. Introduce books high in adventure content which permit projection and character identification.
 - E. Develop special units to teach poetry and mythology (can also be started in grades 3 and 4).
 - F. Present book and character charades.
 - G. Extend use of choral reading.
 - H. Try reading or telling a story to mood musical accompaniment.

- I. Read a well-known story aloud while several students pantomime action for it.
 - J. Organize storytelling "teams" to visit other classrooms, other schools.
 - K. Promote conversations and informal discussions of books by pupils; develop critical thinking by bringing out reasons for liking or disliking a book.
 - L. Provide individual guidance for the slower learner as well as to the gifted pupil.
 - M. Refer to previous grade outlines for additional suggestions.
- II. Provide more advanced instruction in the use of the card catalog; include opportunities for practice and evaluation of basic skills.
- A. Develop games or exercises to find:
 - 1. Books of favorite authors
 - 2. Specific titles of books recommended for students at this grade
 - 3. All the information available in the library on a hobby, a special interest, or for a report
 - B. If necessary, present a review of cross reference cards.

C. Gain additional skill finding material thru subject approach:

1. Specific subject
2. General subject of which specific subject is a part
3. Related subject

D. Indicate other information found on catalog cards:

1. Co-author and illustrator; maiden name of woman author in parenthesis
2. Subtitles
3. Dates of author's life span
4. Copyright date

E. Encourage the use of various library resources indexed in the card catalog, i.e., holdings of materials in different format or location.

III. Review the classification of non-fiction books; explain the decimal system and show arrangement of non-fiction books with the aid of a black-board, felt board, magnetic board, or overlay cells.

IV. Review how a book is written, illustrated, published, printed and distributed. See the movie, Story of a Book (11 minutes and in color).

- A. Exhibit materials on the history of books and printing.
 - B. Discuss favorite authors and illustrators; invite local writers and illustrators to speak to students.
 - C. Plan and take field trips to printing and publishing establishments.
 - D. Gain knowledge about early libraries -- clay, papyrus, and parchment records and writings.
- V. Re-enforce and extend skills in locating and using reference books.
- A. Give instruction emphasizing scope, arrangement, and use of each reference book (see Appendix for practice problems).
 - B. Give instruction and demonstrate the use of general encyclopedias; compare several sets to show their scope, arrangement, cross references, and limitations.
 - 1. Alphabetical arrangement of volumes
 - 2. Separate index of Britannica Junior
 - 3. Thematic arrangement of Our Wonderful World
 - 4. Fact index arrangement in each volume of Compton's Pictured Encyclopedia

C. Introduce the use of:

1. Almanacs -- World Almanac, Information Please Almanac
2. Yearbooks -- Britannica Book of the Year, World Book, Compton's
3. Manuals -- Michigan Manual, Robert's Rules of Order
4. Dictionaries, geographical and biographical -- Webster's Geographical Dictionary, Webster's Biographical Dictionary, The Junior Book of Authors
5. Others -- that may be available in your library

D. Extend instruction in the use of atlases and gazetteers -- help pupils locate places and secure geographical information correlated with class activities.

1. Re-enforce instruction in map reading (include space maps):
 - a. Location
 - (1) Size and shape of continents
 - (2) Position of a country or state with reference to surrounding countries,

bodies of water, islands

- (3) Position with reference
to lines of latitude
(gr. 5), and longitude
(gr. 6), equator (gr. 4)

b. Directions -- north, south,
east, west; upstream, downstream,
slope of land and the like

c. Natural features

- (1) Land forms
- (2) Water forms
- (3) Surface features --
mountains, plains,
plateaus, valleys, deserts,
lowlands

d. Cultural features -- cities,
towns, capitals, railroads,
canals, air routes, boundaries,
crops, industries

e. Measurement -- scale of miles
(gr. 5), equator (gr. 4)

f. Grid -- equator, North Pole,
South Pole, Arctic Circle,
Antarctic Circle, Tropic of
Cancer, Tropic of Capricorn,
Great Circle routes,

meridians, parallels

E. Build on skills in using dictionaries to find information about words.

1. Explain the difference between abridged and unabridged dictionaries

F. Help students acquire an ability to use special guides and indexes in locating information.

A. Give instruction and practice in the use of indexes to:

1. Plays -- periodical Plays
(subject index appears in the annual May issue)
2. Poetry -- Subject Index to Poetry for Children and Young People
3. Short stories -- Subject and Title Index to Short Stories for Children
4. Magazines -- Subject Index to Children's Magazines
5. Others: Cumulative Index to the National Geographic Magazine

B. Explain and show content and arrangement of various indexes.

C. Clarify the use of codes and legends.

VI. Organizing information -- note taking and recording sources.

- A. Present and demonstrate (teacher and librarian) procedural steps.
- B. Provide practice in effective ways of taking notes and recording sources.
- C. Develop skills in locating and gathering information from various sources pertinent to a topic or problem.

I. Encourage use of public libraries.

I. Display posters which emphasize proper handling of books, good conduct in the library, and rules for borrowing books.

X. Learn how the library and librarian help and serve students and teachers.

GRADE 6

- I. Promote wide independent reading.
 - A. Help students find books and other materials dealing with new interests.
 - B. Broaden pupils' reading tastes and quest for knowledge.
 - C. Develop habits of inquiry.
 - D. Re-enforce pupils' understanding of man's cultural heritage and the place books play in recording this heritage of man's ideas, imagination, questions and concerns.
 - E. Refer to previous grade outlines for additional techniques used in developing interest in reading for enjoyment and information.
- II. Give a pre-test covering all areas of library instruction given in previous grades to determine library skills mastered by pupils and those that need to be retaught, re-enforced, or extended; also utilize information available from standardized tests regarding work-study skills as measured by SRA Achievement Series.

- II. Re-enforce instruction in the use of the Subject Index to Children's Magazines; compare with the Abridged Reader's Guide to Periodical Literature -- obtain back issues of the Reader's Guide from our secondary school librarians for this exercise.
- IV. Re-enforce the use and choice of magazines and newspapers.
- A. Emphasize the various types of material listed in their table of contents, such as:
1. Fiction
 2. Leading articles
 3. Regular departments
 4. Miscellaneous matter
- B. Analyze what particular magazines provide for their readers.
1. Keeps them informed on current events
 2. Gives them interesting stories to read
 3. Helps about hobbies
- C. Promote newspaper usage as a source of current events; analyze format, content, treatment, and authority.
- V. Introduce the use of Roget's Thesaurus --

correlate with dictionary usage.

Plan field trips to secondary school libraries.

Invite junior high school librarians to meet and talk to the boys and girls about the junior high library.

Gain additional skills in finding subject material.

IX.

A. Use a wide range of cross-subject materials -- for example, help students obtain information on a unit about France. Include:

1. Books on French history and geography (914.4; 944)
2. Books on Europe, which include France (940's; 914's)
3. Biographies of French people (B; 920)
4. Science books which include contributions by French scientists (e.g. Pasteur)
5. French art and music
6. Encyclopedia articles on France and other subjects dealing with the social life and customs
7. Pamphlets and pictures on France

from the informational file and/or
picture file

8. Audio-visual materials on France
9. French folklore and legends
10. Fiction with a French setting
11. Special indexes and bibliographies

Prepare sixth graders to be proficient in varied library skills -- to give them a feeling of security and adequacy as they use school (junior and senior high) and public libraries.

Minimum goals for a future
seventh grader:

- . Knows how to use many library tools
and resources
- . Uses the card catalog easily
- . Utilizes bibliographic skills --
consults and uses bibliographies,
uses correct bibliographic form
to record sources in connection
with reports
- . Is able to find and collect information
from more than one source
- . Takes adequate notes

- . Can organize his findings
- . Has developed a desire to read
- . Has a positive attitude toward the
library and its facilities
- . Works independently without disturbing
others

Appendix

AIDS AND DEVICES TO DEVELOP LIBRARY SKILLS

Note: Librarians will add to this section as new aids and activities are developed to assist and extend library skills, e.g. games to help teach the arrangement of books (fiction and non-fiction), bulletin board ideas to promote reading, evaluation tools to measure skills taught, etc.

Specimen A

BIRMINGHAM (MICHIGAN) PUBLIC SCHOOLS

Request for Library Service

from the Field Librarian

- Our class is beginning the study of: (include beginning and terminating dates)

- We would like your help with the following activities:

Teacher's
Name _____ Room _____ School _____

Grade _____ READING LEVELS: _____ Date _____

NOTE: Since the professional field librarian services several elementary school libraries, allow adequate time for an answer to your request.

To ascertain the day(s) the field librarian is in your buildings, consult his/her schedule.

Specimen B

STUDYING THE INTERESTS OF CHILDREN*
(a simple interest questionnaire for children)

Name.....

1. What do you like to do after school?
.....
.....
.....
2. What do you like to do when it rains?
3. What do you like to do in the evening?
4. What do you like to do on weekends?
5. What kinds of movies do you like?
6. What are your favorite television programs?
7. What books that you have read do you like best?
8. What kinds of things would you like to read about?

* Harris, Albert J. "Things I Like to Do." In:
EFFECTIVE TEACHING OF READING. MacKay, 1962.

The school subject I like most is _____

My favorite hobby is _____

My favorite television show is _____

My favorite sport is _____

I like to read books about:

SCIENCE _____ Inventions and discoveries
 _____ The world of nature

ADVENTURE _____ In other lands
 _____ Outdoors
 _____ That could happen to me

HISTORY _____ Important events in history
 _____ Famous people of the past

MAKE-BELIEVE _____ Fairy tales
 _____ Legends and myths
 _____ Funny stories that couldn't
 happen

OTHERS _____

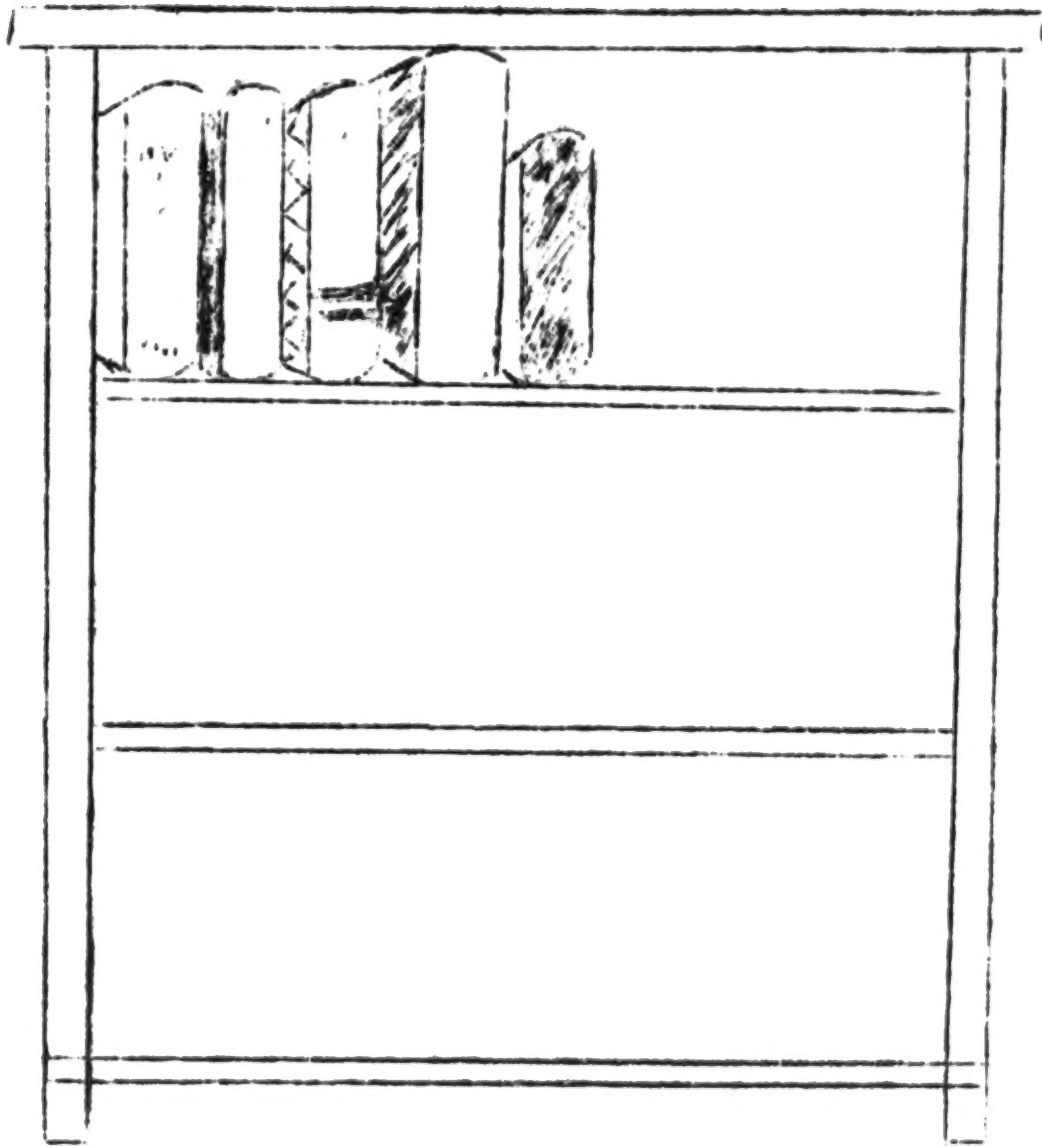
An Interest Inventory to get acquainted
with pupils' personal interests.

BIRTHDAYS

These great men and women were
born in March. If you could do
what any one of them did, which
would you choose to be?

Alexander Graham Bell
Luther Burbank
Elizabeth Barrett Browning
Michelangelo
David Livingston
Andrew Jackson
Joseph Haydn
Augustus Saint Gaudens

Monthly "teasers"
to post to build
acquaintance with
the encyclopedia,
biographical
dictionary, or to
stimulate reading
of biographies



An individual progress record of independent reading serves both as a record of reading done and as an incentive to read more. The bookcase chart for recording independent reading has been widely and successfully used. Some teachers duplicate the outline; others prefer to have each child draw his own. When the child finishes a book, he draws another book into his bookcase. Coloring the books adds to the attractiveness of the chart.

Many variants of the bookcase chart have been employed. Children can add leaves to a tree, windows to a house, fish to a pond, etc. Usually there is not room enough on a decorative chart of this type to enter the details such as author's name, title, number of pages read, and when started and finished, so it is a good idea to have a more complete record kept on a form like My Reading Record.* Every child likes to see his bookcase fill up and his reading

*(see page 2.5)

record get longer. The purpose of recording the number of pages is to make it easy for both teacher and pupil to distinguish between picture books of 50 pages or less and full-length books. This also takes care of books that are started but not finished.

MY READING RECORD

Name _____

Author	Title	No.of Pages	Date Started	Date Finished

Specimen C

What does the Spanish and Portuguese word "BONANZA" mean?

(answer)

The correct answer can be found in:

- (a) The Card Catalog
- (b) Webster's Geographical Dictionary
- (c) Brewer's Dictionary of Phrase and Fable
- (d) Information Please Almanac

TRUE OR FALSE: The birthday of General Douglas MacArthur and Michigan Day both fall on the same day, which is January 26th.

(answer)

The correct answer can be found in:

- (a) Michigan Manual
- (b) Information Please Almanac
- (c) The American Book of Days

Bob wants to be a space scientist. He heard that Russian scientists photographed the back side of the moon with a moon probe called Lunik III. He did not know that a copy of the photograph was in his school library. It can be found in:

- (a) Goode's World Atals
- (b) Information Please Almanac
- (c) Young People's Science Encyclopedia
- (d) World Almanac

Many important things happened in the United States in 1789. We had our first presidential election, our first Congress under a Constitution met, the House of Representatives was organized, and Washington was inaugurated as the first President of the United States.

What reference book mentions all these events on one page?

- (a) The American Book of Days
- (b) Compton's Pictures Encyclopedia
- (c) World Almanac
- (d) The Encyclopedia of American History



Here is a mystery for you to solve. This is how it works: There is a KEY WORD which consists of five letters. You are to discover this word by solving five "CLUE PROBLEMS". Then you will use this word to arrive at THE MYSTERY NUMBER. Be sure to follow the directions very carefully. If you are not sure of an answer, you may go to the shelves to look at the books. You may also use the card catalog.

GOOD LUCK!

1. Go to the card catalog and look up the book "Copper-toed Boots." Answer the following questions about this book:
 - a. When was the author born?
 - b. What state is mentioned in this book?

CLUE PROBLEM: Find the author's last name. Take the first letter of her last name and use it as the fourth letter of your key word.

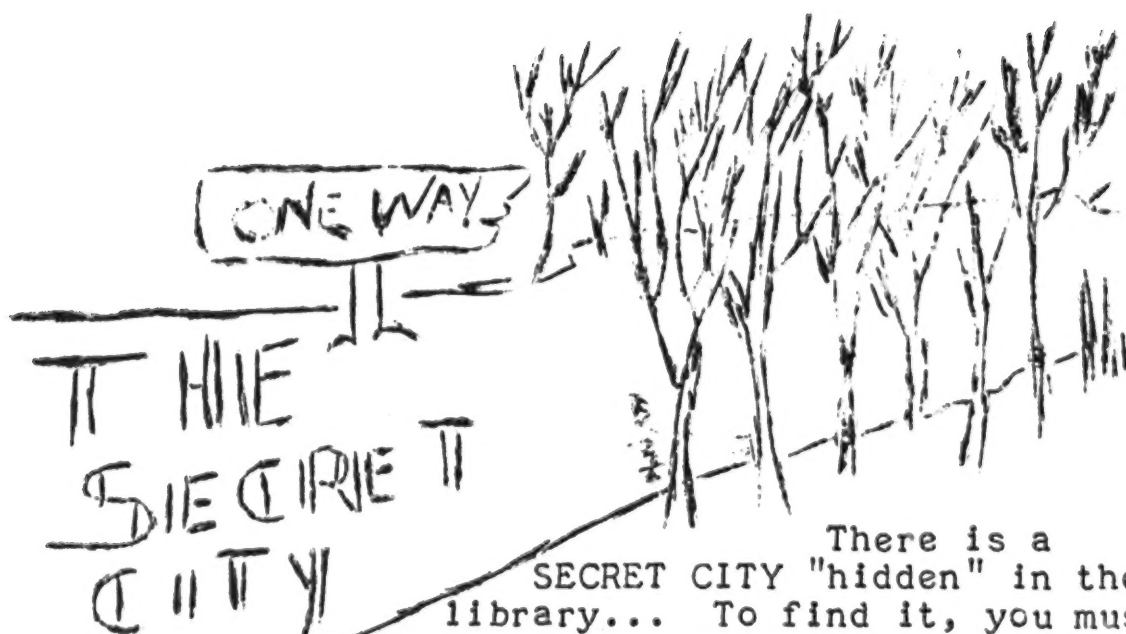
2. Books marked 970.1 are either about flowers, automobiles, or Indians. Decide which answer is correct and use the first letter of your answer for the second letter of your key word.
3. Fiction is arranged alphabetically by either author, title, or subject. Use the last letter of the correct answer for the third key word letter.
4. Biography is arranged alphabetically by author, title, or subject. Use the first letter of the right answer for the last key letter.
5. The title of a book written by Sir James Barrie can be found in the catalog drawer marked S, J, B. The correct letter is the first letter of your key word.

KEY WORD: — — — —

NOW, take this key word and find the Dewey Decimal number that stands for it. (use the catalog if you wish). That number is the mystery number. Do you know what it is?

If you do, put it right here





There is a
SECRET CITY "hidden" in the
library... To find it, you must
answer five questions. Each answer will
give you a "clue number" that will help you
to find the city. LET'S BEGIN.....

(REMEMBER: You do not have to answer the clue
questions in order).

CLUE 1: The page number of the Britannica Junior
Index volume that mentions Michigan is
_____.

CLUE 2: There are _____ volumes in the World
Book Encyclopedia.

CLUE 3: There are _____ different subtopic
found under MEXICO in the World Almanac
index.

CLUE 4: The Dewey number found on the spine of
Webster's Dictionary is _____.

CLUE 5: Look up "ATOMS" in the card catalog.
Put the first three numbers of the Dewey
number here _____.

.....IF YOU HAVE ANSWERED ALL FIVE CLUE
QUESTIONS, YOU CAN NOW FIND THE
SECRET CITY.....

You must now put your answers in the spaces
below and work the arithmetic problem.....

$$\begin{array}{ccccccc} \underline{\quad} & - & \underline{\quad} & + & \underline{\quad} & + & \underline{\quad} & - & \underline{\quad} & = & \underline{\quad} \\ \text{Clue 1} & & \text{Clue 2} & & \text{Clue 3} & & \text{Clue 4} & & \text{Clue 5} & & \text{Clue} \\ & & & & & & & & & & \text{answer} \end{array}$$

You must now ADD 10 to the clue answer. Put that number here _____.

SECRET CITY NUMBER.. _____

The Secret City Number is the number of a page in the 1963 World Almanac. FIND that page. If you have answered all your clue problems correctly, you will discover that this page has information about a city - the SECRET city. Do you know its name? If you do, put

it

right

here



Specimen D

THE CARD CATALOG

The card catalog of a library contains cards for every book which the library owns. The card for any book will tell you where to locate that book on the shelves. The catalog card also gives you other information about the book, such as: the number of pages; the year in which it was published; whether it is illustrated; and of course, the author and title.

The card catalog may be large or small, depending on the number of books in the library. It may contain only five or six trays of cards, or hundreds of trays. In any case, the cards are arranged in alphabetical order.

THREE WAYS TO LOCATE A BOOK

The card catalog contains several kinds of cards for each book. It gives you three different ways to locate a book:

1. You may find the book you want by looking for the card that is alphabetized under the author's last name -- THE AUTHOR CARD.
2. You may find it by looking for the card that is alphabetized under the title of the book -- THE TITLE CARD.
3. You may find it by looking through the cards filed under the name of the subject in which you are interested -- THE SUBJECT CARD.

SPECIAL POINTS

You probably know your alphabet very well, but you may be confused when you try to find a particular card in the card catalog if you do not remember these four points:

1. The words The, A or An at the beginning of a title are disregarded in filing title cards. You would look for The First Book of Food under First Book of Food.

2. Abbreviations at the beginning of the first line on a card are alphabetized as though they were spelled out. You would look for Dr. as if it were spelled Doctor; St. or U.S. or Mt. as if they were spelled Saint or United States or Mount.
3. Numbers are filed as if they were spelled out, so you would look for book titles starting with 50 or 100 as if they began with the words Fifty or One.
4. All last names that begin with Mc are filed as though they began with Mac, so you would look for McCarthy or McNeil as though they were spelled MacCarthy or MacNeil.

1. Anyone who wishes to find out whether the book entitled Hans Brinker is in the library, should look in the card catalog drawer marked:
(a) Bi-Ci (b) G-Hy
2. Books marked 970.1 are about:
(a) Flowers (b) Automobiles (c) Indians
3. You can find a list of basketball champions for a recent ten-year period in:
(a) The New Century Dictionary.
(b) The World Almanac.
(c) Britannica Book of the Year.
4. Books marked 636. are about:
(a) Religion (b) U.S. Government (c) Pets
5. A picture of a night baseball game can be found in:
(a) Britannica Junior Encyclopedia.
(b) Compton's Pictured Encyclopedia.
(c) Both encyclopedias contain a picture of a night baseball game.
6. We have a book in our library by Howard Pyle on Robin Hood.

USING ONLY THE CARD CATALOG, answer all these questions without looking at the book.

- (a) How many pages are in this book?
- (b) Does this book have any pictures?
- (c) What number would be on the spine of this book?
- (d) How many different cards on this book are in the catalog?
- (e) When was the most recent edition of this book published?
- (f) In what year was the author born?

7. Fiction is arranged alphabetically on the shelf by:
(a) Author (b) Subject (c) Title
8. You are writing a school paper on Michigan. You need the population of the state of Michigan. You can find it in:
(a) Michigan Manual.
(b) The World Almanac.
(c) Both of these books give the population of the state of Michigan.
9. To find the title of a book written by Sir James Barrie, look in the card catalog under:
(a) Sir
(b) James
(c) Barrie
10. Dr. Salk developed a polio vaccine. Did he ever study at the University of Michigan? (Yes or No) _____.
- The answer can be found in:
(a) Compton's Pictured Encyclopedia.
(b) Lincoln Library of Essential Information.
(c) Information Roundup.
(d) Handbook of Nature Study.
11. Individual biography is arranged alphabetically on the shelf by:
(a) Person written about (b) Title (c) Author
12. You can find five or more different definitions of the word "satellite" in:
(a) Thorndike Century Senior Dictionary.
(b) New Century Dictionary.
(c) Webster's Unabridged Dictionary.
(d) Webster's New Collegiate Dictionary.
(e) Information Roundup.

(BLOOMFIELD VILLAGE - LIBRARY EXERCISE)

1. The card catalog contains three types of catalog cards. They are: _____, _____, and _____ cards.
2. Only _____ (fiction, non-fiction) books are arranged according to the Dewey Decimal System on the shelves.
3. Fiction books are arranged alphabetically on the shelves by the author's last name. _____ (True or False)
4. Rewrite the names of the following authors as you would find them on an author card in the card catalog:
 - a. Robert Lawson _____
 - b. Marguerite de Angeli _____
 - c. Beverly Cleary _____
 - d. Jim Kjelgaard _____
5. Write in the blank the number of the catalog tray in which you would look for each of the following books:
 1. Ben and Me by Robert Lawson _____
 2. Copper-toed Boots by Marguerite deAngeli _____
 3. A book by the author Laura Ingalls Wilder _____

4. A book about Michigan _____
5. A book about horses _____
6. Johnny Tremain (a title) _____
7. A book by the author Walter Farley _____
8. Rockets and missiles (a title) _____

A ^{1.}	D-E ^{4.}	I-L ^{7.}	R ^{10.}	U-Z ^{13.}
B ^{2.}	F ^{5.}	M-N ^{8.}	S ^{11.}	^{14.}
C ^{3.}	G-H ^{6.}	O-P-Q ^{9.}	T ^{12.}	^{15.}

Use this diagram of the card catalog to help you answer the questions of problem number five on page one.